

GCSE
RELIGIOUS STUDIES B
8063/2X

Paper 2X Perspectives on faith (Islam)

Mark scheme

June 2020

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Mark Schemes for GCSE Religious Studies

This paper requires expert markers who have wide knowledge and understanding of the particular subject content of the Specification. With the exception of the multiple-choice question, many of the questions asked have many different credible answers and students are able to bring to their answers their own knowledge, understanding and background. They will offer details, arguments and evidence which the examiner, with the help of the mark scheme, will need to judge as credible or not. It is therefore important that the examiner has a good understanding of the principles and spirit of the mark scheme in order to be fair and consistent when marking students' answers. The Content included is designed to be as helpful as possible but in many cases is not exhaustive. So Content sections are introduced by the sentence:

Students may include some of the following points, but all other relevant points must be credited:

this is to remind examiners that there may well be additional correct answers which, with their expertise, they will be able to allow. With all questions if an examiner has any doubt about answers being credit worthy they should consult their team leader.

Structure

The mark scheme for each question shows:

- The question; Each question is printed in full before its target and mark scheme. It is always important that examiners remind themselves of the exact question being asked. In particular, they will need to do this in instances where the answer appears to be 'straying' from the question set or perhaps offers a valid alternative not included in the mark scheme
- Target; The target provides the specific assessment objective which the question is testing. It reminds examiners of the skills the question is designed to test, eg knowledge and understanding, evaluation
- The total marks available for the question and if Spelling, Punctuation and Grammar is assessed
- The typical answer(s) or content which are expected
- Generic instructions related to the question target of how to award marks (i.e. levels of response grid).

General Guidance

.../. means that these are acceptable alternative answers in the mark scheme, eg Guru Har Krishan / Guru Tegh Bahadur / Guru Gobind Singh.

Answers may include specialist terms, in Hebrew or Arabic for example. If this is the case, the mark scheme will usually indicate this by providing in brackets the English as well, eg 'Yom Kippur (the Day of Atonement)'. In such questions, answers will be credited whether provided in the original language or in English.

Some mark schemes use bullet points to separate content. Each bullet point refers to a different possible 'belief' or 'teaching' or 'way', depending on the question. Obliques (.../.) used within the bullet point indicate different ways in which the point may be expressed and points which may be made to give the further detail or development needed for the second mark.

Where a student has crossed out a complete answer, it should be marked if it remains legible, unless an alternative is provided in which case only the alternative should be marked. When part of an answer is crossed out, then only what remains should be considered.

In questions where credit can be given to the development of a point, those developments can take the form of:

- Example or evidence

- Reference to different views
- Detailed information.

1 mark multiple choice questions

Such questions have four alternatives and the one correct answer will be given together with the correct letter, eg 'Answer: D Trinity'.

2 mark short answer questions

The principle here is provided in the mark scheme: 'One mark for each of two correct points.' Students may give **more than** the two answers required by the question. In such instances,

- **Award for the first two answers only, wherever they appear.**
- If a student gives more than one answer on the first line and another answer / other answers on the second line, the 'first two answers' will be the **first two** on the first line and **only these two** should be considered for marks. Other answers must be ignored.
- If on the first line the first two answers given are correct, award two marks, regardless of what is written elsewhere in the answer.
- If the first two answers can only be awarded one mark yet there is a third answer that is correct, this correct third answer must be ignored and no mark given for it.
- However, if the student gives some **elaboration after the first answer**, which is clearly developing their first answer, (which they are not required to do), do not consider this elaboration to be their second answer (unless the elaboration happens to contain a second correct answer to the question asked), regardless of whether there are other answers provided. In this case, the second answer also, if correct, may be credited for the second mark

4 and 5 mark answer questions

Examiners should take care to note the target of the question. Clear information is provided for these types of question on how to award marking points. Examiners should carefully read the additional instructions provided for each type of question (eg for influence questions the final sentence in the general guidance box reminds the examiner that the second mark (detailed explanation) awarded in each case must show clear 'influence').

12 mark answer questions

The 12 mark questions test Evaluation skills (AO2). The mark scheme for these answers is based on Levels of Response marking in which the examiner is required to make a judgement on the completed answer taken as a whole.

Level of response marking instructions

In GCSE Religious Studies, differentiation is largely achieved by outcome on the basis of students' responses. To facilitate this, level of response marking has been devised for many questions.

Level of response marking requires a quite different approach from the examiner than the traditional 'point for point' marking. It is essential that the **whole response is read** and then **allocated to the level** it best fits.

If a student demonstrates knowledge, understanding and/or evaluation at a certain level, he/she must be credited at that level. **Length** of response or **literary ability** should **not be confused with genuine religious studies skills**. For example, a short answer which shows a high level of conceptual ability must be credited at that level. (If there is a band of marks allocated to a level, discrimination should be made with reference to the development of the answer.)

Examiners should **refer to the stated assessment target** objective of a question (see mark scheme) when there is any doubt as to the relevance of a student's response.

Level of response mark schemes include either **examples** of possible students' responses or **material** which they might use. These are intended as a **guide** only. It is anticipated that students will produce a wide range of responses to each question.

It is a feature of levels of response mark schemes that examiners are prepared to reward fully responses which are obviously valid and of high ability but do not conform exactly to the requirements of a particular level. If examiners have any doubt about what level to award a response, they should consult their team leader.

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before examiners apply the mark scheme to a student's answer they should read through the answer and annotate it (as instructed) to show the qualities that are being looked for. They should then apply the mark scheme. It may be necessary to read the answer more than once to be sure of assigning the correct Level.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar will be assessed in 12-mark questions.

Spelling, punctuation and grammar (SPaG) will be assessed against the following criteria:

Level	Performance descriptor	Marks awarded
High performance	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate 	3
Intermediate performance	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate 	2
Threshold performance	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate 	1
No marks awarded	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning 	0

0 1 Islam: Beliefs

0 1 . 1 Which one of the following is not one of the six articles of faith in Sunni Islam? [1 mark]

- A The Imamate
- B The Day of Judgement
- C Angels
- D The Prophets of God

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: A The Imamate

0 1 . 2 Give two reasons why Muslims believe that the Torah is a holy book. [2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

It was revealed by God / to Moses (Musa) / referred to several times in the Qur'an / as 'guidance and light' / Muhammad learned from it, etc.

0 1 . 3 Explain two contrasting Muslim beliefs about predestination.

[4 marks]

Target: AO1:3 Demonstrate knowledge and understanding of religion and belief, including similarities and differences within and/or between religions and beliefs

First contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

Second contrasting belief

Simple explanation of a relevant and accurate contrast – 1 mark
Detailed explanation of a relevant and accurate contrast – 2 marks

If similar beliefs are given, only one of them may be credited up to 2 marks.

Students may include some of the following points, but all other relevant points must be credited:

Belief of some that because God's will is supreme, he has determined in advance everything that will happen / his foreknowledge is also causative / it is already written down and fixed / humans are acting out the part God chose for them, etc.

God's will is supreme, so he knows in advance all that will happen / he sets boundaries and guides events but he leaves people free to choose / they are therefore responsible for their actions and will be judged accordingly / God's purpose for humans is that they will accept what they know to be his will from the teachings of their faith and submit to it / but it is their choice, etc.

Humans are absolutely free to choose / God does not use his attributes of omnipotence and omniscience to shape what happens or what humans decide / humans alone determine their 'fate', etc.

0 1 . 4 Explain two reasons why Muslims believe that Muhammad is the greatest of the prophets.

Refer to scripture or another source of Muslim belief and teaching in your answer.
[5 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First reason

Simple explanation of a relevant and accurate reason – 1 mark
Detailed explanation of a relevant and accurate reason – 2 marks

Second reason

Simple explanation of a relevant and accurate reason – 1 mark
Detailed explanation of a relevant and accurate reason – 2 marks

Relevant and accurate reference to sacred writing or another source of Muslim belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

He received the final revelation of Islam / Jibril appeared to him with a message from God / he received further revelations over more than two decades / these were put together to form the Qur'an / he helped and helps Muslims understand the Qur'an through his teachings / and example / his teachings and practices (the Sunnah) influence Shari'ah law / his flight to Madinah was the beginning of the Ummah (community of Muslims) / it marked the start of the Islamic calendar / he united the tribes through a common faith / he was a great political and religious leader / he was a role model that all could trust / from an early age he had a reputation for honesty and fair dealing / he practised what he preached / gave religious freedom / cared for the vulnerable / gave rights to women, etc.

Sources of authority:

'He is God's Messenger and the seal of the prophets' (Qur'an 33:40)
'You have in the Messenger of Allah a beautiful pattern' (Qur'an 33:21)
'We have sent among you a Messenger of your own' (Qur'an 2:151)
'There is no God but Allah and Muhammad is the Prophet of Allah' (the Shahadah)

Accept all other sources of authority that correctly support the beliefs given.

0 1 . 5 ‘Humans cannot understand the nature of God.’

Evaluate this statement.

In your answer you should:

- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- refer to Muslim teaching
- reach a justified conclusion.

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

God is transcendent / he is separate from this world / beyond and outside space and time / his eternal nature means that he has no beginning or end / limitless / so exempt from the boundaries of the spatio-temporal universe / ‘nothing there is like him’ (Qur’an 42:11) / omnipotent / omniscient / omnipresent / such qualities make God totally beyond human understanding / ‘no vision can grasp him...he is above all comprehension’ (Qur’an 6:103) / the nature of humanity makes it impossible to understand God / humans are finite creatures / limited spiritual understanding, etc.

Arguments in support of other views

God created the universe and keeps it in existence / he is active in it / he controls the events of history

/ he is immanent / he is very close to humans / he guides those who are willing to heed him / 'we are closer to a human than his jugular vein' (Qur'an 50:16) / 'and he is with you wherever you may be' (Qur'an 57:4) / God has revealed himself to humans through the holy books, especially the Qur'an / and through Muhammad and other prophets / through angels / Muslims can understand something of God's nature through his 99 Beautiful Names / through religious experience such as prayer, etc.

[Plus SPaG 3 marks]

0 2 Islam: Practices

0 2 . 1 Which one of the following explains the duty of Khums?

[1 mark]

- A Praying three times a day
- B Fasting from dawn to dusk
- C Going on pilgrimage
- D Paying a religious tax

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

Answer: D Paying a religious tax

0 2 . 2 Give two reasons why the Night of Power is important for Muslims.

[2 marks]

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

One mark for each of two correct points.

Students may include two of the following points, but all other relevant points must be credited:

It marks the beginning of God's revelation to Muhammad / Jibril started revealing the Qur'an / it marks the call of Muhammad / observing it is thought to give Muslims the benefits of worshipping for a thousand months / 'the Night of Glory is better than a thousand months' (Qur'an 97:2–3), etc.

0 2 . 3 Explain two ways in which the story of Ibrahim (Abraham) influences how Muslims in Great Britain today celebrate Id-ul-Adha.

[4 marks]

Target: AO1:2 Demonstrate knowledge and understanding of religion and belief, including influence on individuals, communities and societies

First way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

Second way

Simple explanation of a relevant and accurate influence – 1 mark
Detailed explanation of a relevant and accurate influence – 2 marks

To be a ‘detailed explanation’, the influence of the way must be included.

Students may include some of the following points, but all other relevant points must be credited:

The festival celebrates how Ibrahim and Ishmael were willing to carry out God’s will / Ibrahim discovered that it was a ram that he had slaughtered / British Muslims on hajj sacrifice a lamb / some of the meat is processed and tinned to be distributed globally to the poor, etc.

Muslims not on hajj may buy a lamb from the slaughterhouse / it will have been ritually slaughtered / they keep one third / give another to relatives and neighbours / give another third to the poor, etc.

Instead of a lamb, they may donate money instead of meat / to help those in need / they are influenced to do this by having heard the imam preach in the mosque about the example of Ibrahim’s sacrifice, etc.

0 2 . 4 Explain two Muslim beliefs about lesser jihad.

**Refer to scripture or another source of Muslim belief and teaching in your answer.
[5 marks]**

Target: AO1:1 Demonstrate knowledge and understanding of religion and belief, including beliefs, practices and sources of authority

First belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Second belief

Simple explanation of a relevant and accurate belief – 1 mark
Detailed explanation of a relevant and accurate belief – 2 marks

Relevant and accurate reference to sacred writing or another source of Muslim belief and teaching – 1 mark

Students may include some of the following points, but all other relevant points must be credited:

It is about fighting for Islam / to defend Allah / not for personal power / it is to gain freedom from tyranny / not to extend national borders / nor to force people to convert / protection should be given to women and children / crops should not be harmed / mosques should not be destroyed / it must be a last resort / all peaceful methods must have first been tried, etc.

Sources of authority:

‘Repel evil with what is seen as better, then your enemy will become your friend’ (Qur’an 41:34)

‘Those who have...striven for God’s cause...can look forward to God’s mercy’ (Qur’an 2:218)

‘The best jihad is the word of justice in front of an oppressive ruler’ (Hadith)

Accept all other sources of authority that correctly support the beliefs given.

0 2 . 5 ‘For Muslims, the mosque is the best place for prayer.’

Evaluate this statement.

In your answer you should:

- give reasoned arguments to support this statement
- give reasoned arguments to support a different point of view
- refer to Muslim teaching
- reach a justified conclusion.

[12 marks]

Target: AO2 Analyse and evaluate aspects of religion and belief, including their significance and influence

Level	Criteria	Marks
4	A well-argued response, reasoned consideration of different points of view. Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information. References to religion applied to the issue.	10–12
3	Reasoned consideration of different points of view. Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information. Clear reference to religion.	7–9
2	Reasoned consideration of a point of view. A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons/evidence. Maximum of Level 2 if there is no reference to religion.	4–6
1	Point of view with reason(s) stated in support.	1–3
0	Nothing worthy of credit.	0

Students may include some of the following evidence and arguments, but all relevant evidence and arguments must be credited:

Arguments in support

Muslims are expected to attend Jummah prayer in the mosque / to join with other Muslims in prostration before God / to hear the Friday sermon / to understand from it more about important issues / to receive guidance on how to be a more faithful Muslim / worshipping in the mosque gives a stronger sense of being part of the Ummah / Muslims can support one another / help those in trouble / receive help / the quiet atmosphere of the mosque creates the right atmosphere for prayer / all the facilities for wudu, etc are there / being part of a group of people all praying intensifies a sense of devotion, etc.

Arguments in support of other views

Prayer may be offered anywhere / providing the set procedures are followed / a clean place / facing Makkah, etc / being in a mosque is not necessary for this / there may not be a mosque nearby / a

Muslim might be ill / women do not have to attend the mosque / it is the prayers offered and the intention of the heart that matter / not a 'correct' location / God will always answer prayer, wherever it is made / 'Your Lord says, "Call on me and I will answer you"' (Qur'an 40:60), etc.

[Plus SPaG 3 marks]